

Equal Opportunities Policy

This policy is applicable to all pupils, including those in EYFS.

Aims and Objectives

- We endeavour to meet the needs of all children and ensure that we do not discriminate against anyone, be they staff or pupil, on the grounds of their gender, race, religion and belief, cultural background, linguistic background, sexual orientation, gender reassignment, pregnancy or maternity, SEN and disability. This is in line with the Equality Act (2010) and covers both direct and indirect discrimination.
- We treat all members of the School community with respect and dignity and seek to provide a positive working and learning environment free from discrimination
- We promote the principles of fairness and justice for all through the education that we provide in our school.
- We ensure that all pupils have equal access to the full range of educational opportunities provided by the school.
- We constantly strive to remove any forms of indirect discrimination that may form barriers to learning.
- We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.
- We challenge stereotyping and prejudice whenever it occurs.
- We celebrate the cultural diversity of our community and show respect for all minority groups.
- We aim to provide for pupils with particular religious needs and will always be sensitive to their requirements.
- Pupils with particular dietary requirements are given special diets and the catering department liaise close with the matrons and parents over this.
- Pupils from different language or cultural backgrounds are welcomed and we ensure those for whom English is an additional language are given the necessary support.
- We are aware that prejudice and stereotyping are caused by low self-image and ignorance. Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all.

It is the right of all pupils to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we will act immediately to prevent any repetition of the incident.

We endeavour to make our school welcoming to all minority groups. We promote an understanding of different cultures through the topics studied by the children, and we reflect this in the displays of work shown around the school.

The individual needs of all children will be met (including children who are disabled or have special educational needs (SEN) and all will be included, valued and supported. Reasonable adjustments will be made for them (see SEND policy, Accessibility Plan).

Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. So, for example, in the religious education curriculum topic on religious festivals, the children study the importance of Diwali to Hindus and Sikhs. Should anyone at our school be a victim of racism, we will do all we can to support that person in overcoming any difficulties they may have.

Admissions

The School treats every application for admission in a fair and equal way in accordance with this policy and the School's Admissions Policy. The School accepts applications from, and admits, all prospective pupils irrespective of their gender, disability, gender reassignment, race, religion or belief (or lack of religion or belief) or special educational needs ('SEN').

Parents must inform the School when submitting the Registration Form of any special circumstances relating to their child which may affect their child's performance in the admissions process and/or ability to fully participate in the education provided by the School. The School will not offer a place to a child with disabilities if, after reasonable adjustments have been considered, the School cannot adequately cater for or meet their needs.

Bursaries are means tested awards offered to those who meet the School's admission criteria but may otherwise be unable to attend the School due to financial hardship. Details of our provision for bursaries can be found on our website or obtained from the bursar's office.

Reasonable adjustments for pupils with disability

The School has an ongoing duty to make reasonable adjustments for pupils with a disability to ensure they do not suffer a substantial disadvantage in comparison with other pupils. Where the School is required to consider its reasonable adjustments duty, it will consult with parents about what reasonable adjustments, if any, the School is able to make to avoid their child being put at a substantial disadvantage. The School will carefully consider any proposals for auxiliary aids and services in light of a pupil's disability and the resources available to the School.

The School has an Accessibility Plan in place which can be found on the School website and a hard copy can be made available upon request. This sets out the School's plan to increase the extent to which disabled pupils can participate in the School's curriculum; improve the physical environment of the School for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School; and improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

The role of the Headmaster

It is the headmaster's role to implement the school's equal opportunities and anti-racist policy and he is supported by the governing body in so doing. It is the headmaster's role to ensure that all staff are aware of the school policy on equal opportunities, and that teachers apply these guidelines fairly in all situations. The headmaster ensures that no-one is discriminated against when it comes to employment or training opportunities.

The headmaster promotes the principle of equal opportunity when developing the curriculum, and promotes respect for other people in all aspects of school life, for example, in the assembly, where respect for other people is a regular theme, and in displays shown around the school. The headmaster treats all incidents of unfair treatment and any racist incidents with due seriousness.

Together with the SLT, The Headmaster is responsible for monitoring and reviewing the effectiveness of inclusive practices that promote and value diversity and difference. Should staff become aware of inappropriate attitudes and practices by pupils (for example, negative references to sexuality) these will be challenged and appropriate action. All children follow a PSHCE programme which promotes and values diversity and difference, helping children to broaden their understanding of all people.

The role of the teaching staff

The teachers ensure that all pupils are treated fairly, equally and with respect. We do not discriminate against any child.

When selecting classroom material, teachers pay due regard to the sensitivities of all members of the class and do not provide material that is racist or sexist in nature. Teachers strive to provide material that gives positive images of ethnic minorities and that challenges stereotypical images of minority groups. When designing schemes of work, we use this policy to guide us, both in our choice of topics to study, and in how to approach sensitive issues.

All our teachers challenge any incidents of prejudice or racism. We record any serious incidents in the concerns book, and draw them to the attention of the headmaster. Teachers support the work of ancillary or support staff and encourage them to intervene in a positive way against any occurrence of discrimination.

Early Years Foundation Stage

St Hugh's values diversity and difference, and promotes equal opportunity for all children, including support for children with special educational needs or disabilities. The individual needs of all children are met through circle time, PSHCE, assemblies, displays, Arts Festivals and other events. Inappropriate attitudes and practices will be challenged and children are encouraged to value and respect others. Staff consider how the individual needs of all children will be met and how all children, including those with disabilities or SEN will be included, valued and supported and how reasonable adjustments will be made for them. Individual support is considered in consultation with parents and other agencies as

appropriate. For example, children with EAL are included in all activities and staff will consider how to best support these children on an individual basis.

St Hugh's implements an effective policy ensuring equality of opportunities for supporting children with learning difficulties and disabilities. We ensure that specific learning, developmental or physical needs are identified. Provision is then related to the specific need and recorded suitably; guidance is offered to adults on adapting daily provision. Parents and relevant agencies may need to be included in discussion or informed of provision. The effectiveness of our inclusive practice is reviewed, monitored and evaluated regularly.

Reviews on individual children are shared and discussed with parents. Mrs Lisa Davies is the SENCO at St Hugh's.

Further details of how individual needs are met and are described in the SEN for the whole school, which includes the EYFS.

In addition to whole school Inset training and Pre-Prep meetings, the EYFS staff have separate meetings to review, monitor and evaluate inclusive practices and the findings inform IEPs, class planning, the department SEF and action planning.

Reviewed: May 2021

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